

Associate assessments give each student information on how other students perceive him. This information helps him identify the areas in which he needs to improve. The Leadership Assessment Form (Other) used for this purpose consists of the same leadership performance indicators and rating scale that is found on the self assessment form. Along with each associate assessment, each student must also complete a self assessment. This allows him to compare the way he sees himself at that point with the way others see him.

Instructor or cadre assessments are conducted by trained assessors to give each student multiple, independent assessments of his leadership performance. These assessments are based upon selected training events in which a student demonstrates leadership while performing a task. The length of an assessment can be less than 10 minutes (Leader Reaction Course) or as much as 24 hours (a platoon leader on a field training exercise). An assessor must be knowledgeable of the task a student is performing and must be able to give him feedback on his performance as a leader.

Assessors (instructors or cadre members) observe the behavior of a student-leader, record it, classify it into competency areas, rate the student's performance in each area, and provide feed-

back in the form of an after action review. Senior assessors (small group instructors or platoon trainers) consolidate and integrate the assessment data, then counsel each student and help him create a leader development action plan of his own.

A student's leader development action plan, which is based upon all the assessment information collected during the course, represents actions he can take to improve his leadership ability. Each student is expected to take this plan with him to his follow-on assignment and use it to become a better leader. There is no requirement for the commander of his new unit to do anything with the plan.

MASTER ASSESSORS

The Center for Army Leadership trains and certifies Master Assessors to design assessment programs, train other assessors, and administer and evaluate the program. Only Master Assessors can perform these functions, because they are trained to ensure that there will be high quality in a program's development, implementation, and evaluation.

In the Infantry School, the Combined Arms and Tactics Department administers and evaluates the LADP. Each leader training course (IOBC, IOAC, and AN-COC) has a Master Assessor to design

and implement its specific program.

The Directorate of Training and Doctrine also has a Master Assessor to conduct assessor training for all the courses, while the Directorate of Evaluation and Standardization evaluates the effectiveness of the program and provides the results to the program administrator for action.

The Infantry School's Officer Candidate School (OCS) and Ranger Course are excluded from the program because of the nature of their missions. Since the OCS mission is similar to that of the Cadet Command, the OCS leadership assessment program is designed along the lines of the Cadet Command's program. In the Ranger Course, leader performance is already tied directly to graduation requirements.

The Infantry School's leader training courses provide an environment in which the student's leadership skills can be properly assessed and in which they can be helped to grow professionally. The Army's infantrymen deserve the best leaders they can get, and the Leadership Assessment and Development Program helps the School provide those leaders.

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Developing Lieutenants

CAPTAIN CRAIG J. CURREY

As you prepare to take command of your infantry company, one of your key tasks will be to develop your lieutenants. You may have had only limited experience in leading officers and limited training in techniques aimed specifically at developing lieutenants. But building a strong base of platoon leaders

in your company will eliminate a number of problems and create a more cohesive unit.

The following tips are presented to stimulate thought on how you might approach the job of professionally building new officers. These tips concentrate on day to day activities apart from a

formal officer professional development program. They may at least cause you to think about something you may have overlooked.

The first is to consider your attitude toward your officers and the tone of your relationship with them. Remember the techniques you liked when you were

a platoon leader and use them on yours. Your lieutenants will be eager to prove themselves, so give them the opportunity to do so. Do not micro-manage them but give them the leeway to execute a mission and only minimum guidance to make sure it meets your intent.

Keep your door open so they can always approach you with problems, offer criticism, or seek your advice. Although this tone is hard to achieve, it will become the most important element in developing the lieutenants.

Be confident in your actions but not inflexible and arrogant in your attitude, because you will make some mistakes. **Work with your lieutenants for team cohesiveness.** Give credit to them when credit is due. Do not blame individual platoon leaders for company failures; you are ultimately responsible. Finally, reward the lieutenants as you would any other soldier. A kind word or a medal can go a long way in bolstering their confidence and the desire to excel.

Once you have established two-way communication with the platoon leaders, seek their input on training and company matters. Demand input on the training schedule and feedback from past training. Value that input and apply it to future training where it is appropriate. Furthermore, using a platoon leader's suggestion will build his confidence while it helps the unit.

Do not be afraid to cross-check personnel decisions on awards, job changes, promotions, and schools that have been recommended by the noncommissioned officer support channel. Your queries will force a lieutenant to stay abreast of decisions in the company that affect his platoon and will also broaden his view of a company commander's balancing act. Cross-checking also helps prevent mistakes from being made in the recommendations.

You must also counsel your lieutenants regularly in writing. In addition to fulfilling officer evaluation report (OER) requirements, say everything that is on your mind, and use the sessions to fine tune the company's officers. Comment on any problem area you may find while bringing out the many good things an officer is doing. Say the things that



will not be covered in the OER. Comment on all aspects of performance, including off-duty conduct. Pulling your punches at this stage may only lead to larger, more serious problems later.

Your reaction to a lieutenant's mistakes is critical. When you find yourself saying some of the traditional lines such as "I can't believe you were that stupid," or "You did *what* in front of the battalion commander?" stop for a moment and give the officer specific constructive guidance. Make sure he knows exactly what went wrong and how to do it properly next time.

Temperamental outbursts are not a substitute for constructive guidance. Remember, if you have not told them or taught them something, you cannot expect them to know more than the basics.

Support honest mistakes that are made aggressively. If your lieutenants are developing well, they will not repeat errors but will learn from them. Push your executive officer and platoon sergeants to teach the lieutenants before they make even their first mistakes. Competence and confidence will grow out of leaders who aggressively seek every training opportunity and who do not fear retribution.

In teaching tactics, try a tactical exercise without troops (TEWT) with the platoon leaders and platoon sergeants. After your company operations order, allow each of the platoon leaders to plan his actions with his platoon sergeant. Go

to the various platoons and discuss each plan with the lieutenant. These discussions will ensure that the platoon leaders have solid tactical techniques before they lead their platoons on a field training exercise, and will also ensure that they know your standards.

If you are new in the company, the TEWT can become a chance to verify company standing operating procedures and check each platoon leader's tactical ability. Also use your previous experience to teach them about forces and techniques that they may not see in your present unit. For example, if yours is a light infantry company and you have had mechanized infantry experience, include a mechanized company position in the TEWT. Teach the platoon leaders techniques that you may not have time to execute within your company, such as a tire house, a quick-kill range, or pathfinder operations.

Adopt a liberal policy of schooling for your platoon leaders. Although it is difficult to have key leaders absent, plan a rotation or periods in which they can attend schools. Support off-post schools such as the Ranger Course or the Infantry Mortar Platoon Course for them. Build for their professional future so they will be competitive for future jobs in the battalion.

Make use of any on-post schools to prepare a platoon leader for future executive officer positions. Such schools will provide the added benefit of giving

you more knowledgeable platoon leaders who can better train their platoons and fill in for the executive officer when necessary.

In addition, begin to train your lieutenants for some company command functions. When discussing certain policy or training issues, begin with the phrase "When you are a company commander." As the platoon leaders become more experienced, force them to look beyond their platoons and see the company as a whole. Explain to them the process for your change of command inventory, for example, and your

monthly ten percent inventories. Let them see what they will be doing so that the officer advanced course will not be their first exposure to company level supply accountability.

Finally, support your lieutenants as they prepare to leave the company by caring for them and fighting for their next duty positions. Make sure you know the exact jobs they want and discuss a realistic priority of duty positions with them. Do everything you can to ensure that the battalion commander gives every consideration to your lieutenants in filling duty positions.

As a platoon leader leaves the company, present him with a company memento such as a plaque at a company formation. Give him the recognition he has earned, and take satisfaction that you have started him on a career of professional development.

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Class III Operations

CAPTAIN FREDERICK J. GELLERT

When German General Erwin Rommel's Africa Corps began an offensive campaign in April 1941, his intent was to race across North Africa, defeating the enemy and capturing key ports en route to use in resupplying his forces. One of these, Tobruk, was particularly significant, because it was large and had fixed facilities for unloading vast amounts of supplies. Unfortunately, he found the British Army a stubborn and tough enemy who attacked his resupply convoys as they traveled across the desert from Tripoli. More significant was the deteriorating maintenance level of his supply vehicles.

Although he made it to Sollum, Egypt, he had added more than 700 miles to his supply lines. At the deepest point, 30 percent of the fuel intended for his tanks was being used by the vehicles transporting it.

By December, with its supplies exhausted, the Africa Corps was in full retreat and had abandoned hundreds of vehicles and tons of supplies. Rommel's brilliant tactical successes had been

defeated by his logistical failures.

Just as Rommel's army needed vast logistical support to succeed in the 1940's, so, too, does ours in the 1990s. As the U.S. Army today acquires increasingly heavier and more modern equipment, its logistical needs increase substantially. Even its light divisions require considerable logistical support to accomplish their missions.

This article considers only one aspect

of that logistical support: Class III supply operations. It discusses planning considerations and the assets available to support Class III requirements as they apply to the current mechanized infantry battalion equipped with Bradley fighting vehicles.

The expected fuel consumption for this battalion's combat vehicles is high (as shown in Table 1), and factors such as cold weather and adverse driving condi-

DAILY FUEL CONSUMPTION			
EQUIPMENT	CONSUMPTION (GALLONS)	PER HOUR	TOTAL (GALLONS)
1st Bn, 1st Regt	15	1	15
2nd Bn, 1st Regt	15	1	15
3rd Bn, 1st Regt	15	1	15
4th Bn, 1st Regt	15	1	15
5th Bn, 1st Regt	15	1	15
6th Bn, 1st Regt	15	1	15
7th Bn, 1st Regt	15	1	15
8th Bn, 1st Regt	15	1	15
9th Bn, 1st Regt	15	1	15
10th Bn, 1st Regt	15	1	15
11th Bn, 1st Regt	15	1	15
12th Bn, 1st Regt	15	1	15
13th Bn, 1st Regt	15	1	15
14th Bn, 1st Regt	15	1	15
15th Bn, 1st Regt	15	1	15
16th Bn, 1st Regt	15	1	15
17th Bn, 1st Regt	15	1	15
18th Bn, 1st Regt	15	1	15
19th Bn, 1st Regt	15	1	15
20th Bn, 1st Regt	15	1	15
21st Bn, 1st Regt	15	1	15
22nd Bn, 1st Regt	15	1	15
23rd Bn, 1st Regt	15	1	15
24th Bn, 1st Regt	15	1	15
25th Bn, 1st Regt	15	1	15
26th Bn, 1st Regt	15	1	15
27th Bn, 1st Regt	15	1	15
28th Bn, 1st Regt	15	1	15
29th Bn, 1st Regt	15	1	15
30th Bn, 1st Regt	15	1	15
31st Bn, 1st Regt	15	1	15
32nd Bn, 1st Regt	15	1	15
33rd Bn, 1st Regt	15	1	15
34th Bn, 1st Regt	15	1	15
35th Bn, 1st Regt	15	1	15
36th Bn, 1st Regt	15	1	15
37th Bn, 1st Regt	15	1	15
38th Bn, 1st Regt	15	1	15
39th Bn, 1st Regt	15	1	15
40th Bn, 1st Regt	15	1	15
41st Bn, 1st Regt	15	1	15
42nd Bn, 1st Regt	15	1	15
43rd Bn, 1st Regt	15	1	15
44th Bn, 1st Regt	15	1	15
45th Bn, 1st Regt	15	1	15
46th Bn, 1st Regt	15	1	15
47th Bn, 1st Regt	15	1	15
48th Bn, 1st Regt	15	1	15
49th Bn, 1st Regt	15	1	15
50th Bn, 1st Regt	15	1	15
51st Bn, 1st Regt	15	1	15
52nd Bn, 1st Regt	15	1	15
53rd Bn, 1st Regt	15	1	15
54th Bn, 1st Regt	15	1	15
55th Bn, 1st Regt	15	1	15
56th Bn, 1st Regt	15	1	15
57th Bn, 1st Regt	15	1	15
58th Bn, 1st Regt	15	1	15
59th Bn, 1st Regt	15	1	15
60th Bn, 1st Regt	15	1	15
61st Bn, 1st Regt	15	1	15
62nd Bn, 1st Regt	15	1	15
63rd Bn, 1st Regt	15	1	15
64th Bn, 1st Regt	15	1	15
65th Bn, 1st Regt	15	1	15
66th Bn, 1st Regt	15	1	15
67th Bn, 1st Regt	15	1	15
68th Bn, 1st Regt	15	1	15
69th Bn, 1st Regt	15	1	15
70th Bn, 1st Regt	15	1	15
71st Bn, 1st Regt	15	1	15
72nd Bn, 1st Regt	15	1	15
73rd Bn, 1st Regt	15	1	15
74th Bn, 1st Regt	15	1	15
75th Bn, 1st Regt	15	1	15
76th Bn, 1st Regt	15	1	15
77th Bn, 1st Regt	15	1	15
78th Bn, 1st Regt	15	1	15
79th Bn, 1st Regt	15	1	15
80th Bn, 1st Regt	15	1	15
81st Bn, 1st Regt	15	1	15
82nd Bn, 1st Regt	15	1	15
83rd Bn, 1st Regt	15	1	15
84th Bn, 1st Regt	15	1	15
85th Bn, 1st Regt	15	1	15
86th Bn, 1st Regt	15	1	15
87th Bn, 1st Regt	15	1	15
88th Bn, 1st Regt	15	1	15
89th Bn, 1st Regt	15	1	15
90th Bn, 1st Regt	15	1	15
91st Bn, 1st Regt	15	1	15
92nd Bn, 1st Regt	15	1	15
93rd Bn, 1st Regt	15	1	15
94th Bn, 1st Regt	15	1	15
95th Bn, 1st Regt	15	1	15
96th Bn, 1st Regt	15	1	15
97th Bn, 1st Regt	15	1	15
98th Bn, 1st Regt	15	1	15
99th Bn, 1st Regt	15	1	15
100th Bn, 1st Regt	15	1	15